



Kidmore End CE Primary School

'Be courageous; Be strong; Do everything in love.' (1 Corinthians 16: 13-14)

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Kidmore End CE Primary School

Equality Objectives 2024-2025

Owner:	Kidmore End CE Primary School
Type:	Level 3
Type:	Statutory
Ratified by	FGB
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Date Policy to be reviewed:	11.3. 2027



Equality Objectives

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1. Introduction

Kidmore End CE Primary School is committed to being ***an inclusive learning community where everyone can realise their potential as an independent learner.*** Equality applies to all members of the school community: pupils, parents, community, staff and governors. It is based on the core values of **Respect, Independence, Community, Kindness** and ethos as expressed in the school's vision statement: ***'Be courageous; Be strong; Do everything in love.'*** (1 Corinthians 16: 13-14).

As an academy we regularly review our admissions policy, with support from the Oxford Diocesan Board of Education, to ensure that it is not discriminatory either in intention or effect.

The Equality Act (2010) designates the following protected characteristics:

- age (for employees)
- disability
- race
- sex (including issues of transgender and gender reassignment)
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

The school recognises it has to make special efforts to ensure that all groups prosper. We currently track pupil progress data of whole cohorts as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special educational needs and pupils identified as more able through statutory assessment at the end of KS1. We also carefully analyse attendance information for these groups. We recognise that there may be other groups such as children who are looked after or from service families and review our pupil roll regularly.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Poor attendance
- Low self-esteem leading to low expectations
- Experience of bullying, harassment or social exclusion
- Low family income leading to difficulty in participating in some aspects of school life
- Low parental support/engagement or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor learning behaviour
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment of a diverse and representative group of staff and governors



2. Contextual information

Kidmore End CE Primary School is an academy within the Oxford Diocesan Schools Trust. It is a popular single/mixed class entry school in an affluent South Oxfordshire village on the outskirts of Reading. The school's deprivation indicator is low. From Kidmore End, pupils transfer to a range of secondary schools, including some to the independent sector.

The number of children eligible for FSM is low and there are currently fewer than ten pupils eligible for the Pupil Premium. The number of children from minority ethnic groups or whose first language is believed not to be English is small. A lower than average number of children are registered as having a disability or special educational need. Analysis of current achievement data shows that of our identified pupil groups shows that most make progress in line with their peers and are working at or above age related expectations. Pupils with Special Educational Needs have been identified as working below age related expectations and approximately 50% are not making progress in line with their peers.

Pupil information (March 2025)

Current Numbers on roll as at 11.3.25

Year Group	As at 11.3.2025
Year 6	22
Year 5	12
Year 4	26
Year 3	17
Year 2	21
Year 1	27
FS2	27
TOTAL	152

Category	As at 11.3.25
PP	7.2% 11 children
SEND	18.4% 28 children (incl. 7 EHCP)
EAL	3.2% 5 children
FSM	6.6 % 10 children

152 pupils on roll	75 boys 49.3%	77 girls 50.7%
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Ethnic and Linguistic Background

Any Other Asian Background	1
Any Other Ethnic Group	0
Any Other Mixed Background	5
Any Other White Background	6
White – British	132
White – Irish	1
White and Asian	5



White and Black Caribbean	2
Indian	0

There are currently ten children with a home language in addition to English.

Religion and belief

Christian*	74
Roman Catholic	10
No religion	44
Not specified	15
Greek Orthodox	2
Hindu	2
Muslim	2
Buddhist	1
Other Religion	2

*We recognise that within the Christian group there is further diversity including Jehovah's Witness pupils.

Disability and Special Educational Needs

No identified DSEN	82%	124
Identified DSEN	18.4%	28
Statement/EHC plan	4.6%	7

Pupil mobility

In 2024-2025, 6 pupils joined the school in the course of the year (other than at the beginning of Foundation Stage). 5 pupils left the school during the year, with 1 moving to alternative SEND provision. There are currently no known travellers, refugees or asylum seekers on the school roll.

There are no substantial gaps in attendance between different groups, although attendance of children in receipt of pupil premium has been lower than all other pupils – this is a small group and attendance is closely analysed. There has been only one permanent exclusion from school in (at least) the last ten years. Analysis of behaviour incidents referred to SLT in the past two years show higher representation of pupils with SEND and in receipt of pupil premium.

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (***We will not publish any information that can specifically identify any child***)
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other issues have a significant impact on any particular group we will include work in



this area. The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3. Equality Objectives

Equality Objective	Actions Required	Intended Outcome
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in both access and engagement.	<ul style="list-style-type: none"> • Offer funding to support access to trips, visits, clubs and other school activities. • Monitor access to ensure all pupils are treated fairly. • To regularly review offer for PP/SEND/EAL/FSM children and families to ensure fairness and equitability. 	To have fair and equitable provision and engagement in learning and extra-curricular activities
To analyse and monitor pupil progress and attainment data by groups (PP, race, gender, SEND, vulnerability etc) and act on data trends to further support individuals and groups	<ul style="list-style-type: none"> • Regular pupil progress meetings with SLT to discuss QFT and targeted support/intervention. • Use Insight MIS to track data trends to enable timely reflection and reaction. • Embed the application of NTS standardised testing across the trust to regularly assess attainment and progress trends. • Regular SLT meetings, with SENco to discuss provision and address support as required • Liaise with external support agencies 	<p>To have rigorous tracking systems in place to monitor both attainment and progress data of key groups of learners.</p> <p>To use tracking systems to implement effective change and drive attainment and progress data for key groups of learners</p>
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	<ul style="list-style-type: none"> • Well planned and considered Collective Worship planning to teach and embed Christian vision and values of Kidmore End CE Primary School. • Use of Space Maker training to offer regular opportunities to promote spiritual, moral, social and cultural development • Direct teaching, through weekly PSHE lessons for all, covering <i>'Me and my relationships'</i>, <i>'Valuing difference'</i>, <i>'Keeping safe'</i>, <i>'Rights and respect'</i>, <i>'Being my best'</i>, and <i>'Growing and changing'</i>, 	To ensure that all children and staff working at Kidmore End CS Primary School feel valued, confident and treated equitably



4. Monitoring

We recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it and that the need for further development will arise from effective evaluation.

All staff and governors receive training, through governor induction and staff through regular meetings. This policy will be reviewed regularly and outcomes reported to the governors. ODST will also play a role in evaluating the policy and its targets.

The Equalities and Diversity Policy, along with the Equality Objectives Plan are published on the school website, www.kidmore-end.co.uk and are available from the school office in hard format.

Objectives will be reviewed annually and published every four years. Objectives also tie in with targets from the School Development Plan which is reviewed throughout the year. To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives. It is essential for us to maintain and ensure that our focus is on performance, not process.

The date that we will review the equalities objectives: March 2027